English

Lesson Plans

Level 5

Term 2

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Term 2 **Lesson Plan**
Week 1

Communication	Reading	Writing	Assessment
• More consonant blends (story listening) • Consonant blends and diagraphs (activity)	• Text "The only survivors" Moving on	• Starting points 'Justifying choices' • Conjunction	None

Level 5 **Term 2** **Week 1** **Day 1**	**Lesson Plan**

Objective: The learners will be able to read and understand the text.

Skill: Reading comprehension

Topic: The only survivors

Procedure:
Warm up Q/A: Ask Students few questions
- Do you hear PTV news?
- Have you ever heard of plane crash?
- Have you ever had a sad incident?
- What you felt at that time?
- Prepare your class for reading of a plane crash.

Topic: Write the topic on the board and distribute the books

Pair reading: page 23

Essential English: Divide the class into groups and ask them to discuss the topic and describe the area where the plane crashed.

Explanation: Teacher will discuss with Students about the topic and will ask questions from "Moving on page 29 task 1"
Feed Back:

Level 5 Term 2 Week 1 Day 2	**Lesson Plan**

Objective: The learners will be able to
- Write the missing words
- Give reasons for their choices

Skill: Writing

Material: Essential English, Class work copy

Procedure:
Warm up Q/A: Teacher will ask few questions about the previous text.

Starting points: Essential English page 28, Task 1
Distribute the books and help students to fill the missing words. First in book then in class work copy.

Task 2: Justifying the choices page 29
Do the oral Discussion about the choices to survive with reasons.

Follow up: Which five things you would choose to have to help you survive? Why

Level: 3
Term: 2
Week: 1
Day: 3

Lesson Plan **Communication**

1. **Objectives:** The learners will be able to:
   - say the sound of **consonant blends.**
   - practice writing and spelling the key words
2. **Function:** Practising the sounds and spelling
3. **Activity:** Story listening from the cassette
4. **Material:** Worksheet (**Consonant Blends**). Cassette, and C.player, chart

5. Procedure:

a. Explain to your students that

"Consonant Blend is a combination of two individual sounds of consonants which is pronounced quickly ."
(bl ,fl ,dr,)

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Give practice to your students by pronouncing properly and choral drill.

black, block, clap, clock, flag, flat, plum, plant, trunk, truck slip, sled, brick, bread, crab, crack, frog, frost, grass, glass

c. Story Time

- Prepare your class that they are going to listen a story about a boy named Sam who sees very strange animals. They should pay attention to story listenting.

1st Listening

- Play the recoding of the story and students just listen. **(From __*Dad is walking with Snack and Sam*.....to ___*He, says Plum cake makes me so happy, I want to dance.)***
- Take simple feedback asking two or three questions.

2nd Listening (worksheet)

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many students could participate

e. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up: "Write the key words in your Exercises copy"

Level: 5 Term: 2 Week: 1 Day: 4	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - use conjunctions as connectives
2. **Function:** Learning to write cohesively
3. **Activity:** Use of conjunction, Matching, gap filling
4. **Material:** Worksheet

5. **Procedure:**

a. Ask them to give you few words which connect two words or sentences .Write some more conjunctions on the board.

and , but . so , because , or .

b. **Worksheet**

Explain the difference between sentence and clauses and phrases

Task 1: Matching the parts with sentences

Task 2: Gap filling

Peer Checking and Feedback

6. **Follow Up:**

Write a story of five lines, using connectives .

Level: 5
Term: 2
Week: 1
Day: 5

Lesson Plan **Communication**

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1. Objectives: The learners will be able to:
- say the sounds of consonant **blends and diagraphs**.
- distinguish the words by listening

2. Function: Practising to write and spell the key words

3. Activity: Phonic Tasks

4. Material: Worksheet

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5. Procedure:

a. Write the following consonant blends and diagraphs on the board. Pronounce the sound of these letters properly and students repeat after you. Clear the concept of consonant blend and diagraphs to your students as given in Week 1.

b. **Worksheet**

Task 1: You say the following words and students write the missing words
neck, k, pond, sand, tent, ant, sing, ring pink, wink

Task 2: You say the following words and students circle the right word.
ant, wind, ten, lock, sink, pin, wink, ring, sand

Task 3: You say the following words and students write the missing letters.
spot.......spin, stop.........stand, desk.......skunk, small.......smell, snack...........sniff, swim............swing, square..........squid

Task 4: You say the following words and students circle the right word.
smell, swim, stop, sand, squid, snack, small, sniff, deck

Task 5: Tell them they are gong to listen a story about an unusual Squid. You read the following story and students write the missing letters of the words. (*a squid is a type of fish with ten arms around the mouth*)

This is Funny Squid Stan.
He likes to swing.
He can wink and swim.
See him stand and sing.

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7.Free Writing...........5 Mins.

Level 5 Term 2 Week 2	Lesson Plan

Communication	Reading	Writing	Assessment
• Dialogue practice (asking for things and their prices) • Story listening from cassette (Clifford at the circus)	• Text "Animals name" Moving on	• Starting points Page layout --- sub---headings. • Making a mask	Yes

Level 5 Term 2 Week 2 Day 1	**Lesson Plan**

Objective: The learners will be able to

- Know that some names of animals are from the Greek language
- Read and understand

Skill: Reading

Topic: Animals names

Material: Essential English, class work copy

Procedure:
Warm up Q/A:

- Teacher will ask Students few questions on animals
    - Give the names of animals?
    - Which animal is called desert animal?
    - Who is the King of animals?
- Prepare your class for reading about animals.

Essential English: page 36
Distribute the books and ask Students to do the reading in pairs.

Discussion and explanation:
Teacher will discuss and explain the topic

Moving on: Page 37
After finishing the Discussion teacher will ask from Students few question from moving on.

Feed back:
Follow up: Do question 1 of moving on page 37 in homework copy.

Level 5 Term 2 Week 2 Day 2	**Lesson Plan**

Objective: To be able to
- Give the answers of questions
- Give the sub-headings
- Write a paragraph

Skill: Writing

Material: Essential English, class work copy

Procedure:
Warm up Q/A: Teacher will ask few questions about the previous text.

Starting points: Page 36, term 1
Teacher will elicit the A's and will write on the board and Students will copy in class work copy.

Task 2: page 37
Sub-headings: Ask students to read the text again and give the sub heading of para 2, 3, 4 in the book only.

Pets in the home: Discuss about the pet animals elicit some points from them

Follow up: Write a paragraph under each of the following headings in homework copies.
Q: Why people keep pets?
- Cat
- Dogs
- Rabbits

Level: 5 **Term:** 2 **Week:** 3 **Day:**	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - exploit the pictures of Two Friends
   - Write in logical order.
2. **Function:** exploiting pictures to write a story.
3. **Activity:** Story writing
4. **Material:** Worksheets

5. Procedure:

a. Talk with your students:

> **" When you are naughty to your mother or your family members, then what happens. How they behave with you."**

b. **Worksheet.**

-Talk about each picture. Ask questions to highlight the events.
-Divide the class into six groups. If the members of students are not manageable, then make twelve groups and assign same task to the two groups.
-Ask them to put numbers on the picture and also give numbers to the groups. So group No. 1 will work on picture 1 and so on.
-Each group discusses the picture and writes few lines or a short paragraph about that picture.
-Ask them to give names to the children and begin like this. Write the following on the board.

> **" Jamil and Khalid were next door neighbours. They were good friends.."**

c. **Feed back.**
Take feedback from each group, one by one in sequence.

d. **Re-writing.**

-Mix up the groups and ask them to sit after re-grouping.
-Ask them to write few lines about rest of the pictures and complete the story.
- They should also give title to the story.
-You should help them in providing some vocabulary.

6. Follow up:

Write three things which make your mother unhappy.

Level: 5
Term: 2
Week: 2
Day: 3

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- ask for things and their pieces

2. Function: Asking for things and their pieces

3. Activity: Shopping in the classroom

4. Material: Price tags, worksheet

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5. Procedure:

a. Talk about shopping .

b. Dialogues:

- Ask them to open the worksheet and read the dialogue silently. Practise the lines:
  - Between tr and ss .
  - Between ss and ss.

c. Role-Play

Cal three students and ask them to say the lines to each other. They should read their lines with proper intonation and accent.

d. Further Practice

Set up a shop with books, pencils and other items that the children have. Put the price tags on the items and encourage the students for role-play as a shopkeeper and the customers. Students use the same dialogue language for shopping.

6. Follow up:

Write the names of few things which your mother or father bought last week.

7. Free Writing........5 Mins

Level: 5
Term: 2
Week: 2
Day: 3

Lesson Plan **Writing**

1. Objectives: The learners will be able to:
- develop a paragraph

2. Function: Writing and sequencing

3. Activity: Paragraph Writing **(How to make a clay mask)**

4. Material: Worksheet

5. Procedure:

a. Ask if they can make clay toys

b. Write the topic on the board and check if they have some idea about it.

c. **Worksheet**

Task 1: **Sequencing**
Explain the task properly and take oral responses first

Task 2: **Paragraph Writing**
Students should sit in the groups and write a paragraph

d. **Further Practice**
If time allows, give them other topics to write a paragraph on it.

e.g. **How to make a bird / pot / doll house out of clay.**

6. Follow Up:

Repeat step -**D**

Level: 5 Term: 2 Week: 2 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - listen and comprehend the text of the story
   - listen and retain information about the text
2. **Function:** Following the events
3. **Activity:** Story listening from the cassette
4. **Material:** Worksheet (**Clifford at the circus**)

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5. Procedure:

a. – Talk about circus and check if they have some idea about it. If they do not know, then explain to them.
   - Prepare class for listening to a story of a dog from the cassette

b. Before listening

Tell them that,

> **"They are going to listen to a story about a dog. The dog is not like the dogs, they have seen. It is a dog of giant size and he gets a chance to work at a circus".**

1st Listening:

- Play the whole story and ask them just to listen
- Ask them to open the worksheet and do **Task 1 only**

2nd Listening

Play the cassette again and ask them to do **Task 2**

3rd Listening

Play the cassette again and ask them to do **Task 3**

d. If time allows, ask them to tell the whole story in their own words

6. Follow Up:

Repeat task 3 and ask them to write

Level 5 **Term 2** **Week 2** **Day 5**	**Lesson Plan**

Assessment 1:

Task 1: Write the missing words (From "the only survivors")

- The sun had only been up for a short _____, but it was already _____ hot. Joanne and _____ were sitting under the _______.

Task 2: Complete Nasir's diary with the help of these words.
And, but, so, because, or

- Today, my brother ______ I went to aunt ahy's house in city ______ she was not in. Our cousins, Ahmad, Riaz ________ Rani were at home. We couldn't go any where we would like to play snakes _______ ladders.

Task 3: Write the missing letters.
- Ne __ __
- Po __ __
- Si __ __
- Pi __ __

Task 4: What role did the Clifford play at the circus?
- He saved the ______
- He walked on the ______
- He became _______ for loins and tigers
- He made people laugh by being a _______

Level 5 **Term 2** **Week 3**	**Lesson Plan**

Communication	Reading	Writing	Assessment
• Consonants blends and diagraphs. (Story listening)	• Test "The king of frog"	• Poem writing (I wish!) Story writing about friends	None

Level: 5
Term: 2
Week: 3
Day: 1

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- say the sound of consonant blends and diagraphs
- practise writing and spelling the key words

2. Function: Practising the sounds and spelling

3. Activity: Story listening from the cassette

4. Material: Worksheet (**Consonant Blends and Diagraphs**), Cassette, C. Player, chart

5. Procedure:

a. Explain to your students that

"Consonant Blend is a combination of two individual sounds of consonants which is pronounced quickly "
(sn , sp)
"Diagraph is completely new sound of two consonants sounds"
(sh, ch, wh)

b. **Keywords**

-Write the key words on a chart paper and display it on the board.
- Practis e with your students by pronouncing properly and give choral drill.

neck, pond, tent, ant, sink, pink, spot, spin, stop, stand, skunk, sniff, swim, square, squid

c. **Story Time**

Prepare your class that they are going to hear a story about **a mother and father shopping for presents for their children**. They should pay attention to the story listening.

1st **Listening (worksheet)**
- Play the recording of the story and students just listen. (**From…. Mom and Dad are walking… to And I know what we can call him, Snack..)**
- Take simple feedback asking two or three questions.

2nd **Listening**
- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there on the gaps when they listen.
- Play the cassette again. The same story is recorded next but there is a bell sound on the key words which students should write on the worksheet.

d. **Feedback**

Ask them to read their story aloud. One student reads only one paragraph at a time, so that many students could participate

e. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up: "Write the key words in your Exercise copy"

7. Free writing: (5—Mins)

Level: 5 Term: 2 Week: 3 Day: 1	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   -Talk about holidays
2. **Function:** Talking about fun activities during holidays
3. **Activity:** Dialogue Practice
4. **Material:** None

5. Procedure:

a. - Write the word **Holidays** and ask them to think about it for two minutes.
   - Ask them to discuss with their partner (on right and left) and give you words related with holidays. Write those words on the board.

b. Write the following dialogue on the board

(fun, running, trip, photography)

Yasmin:	**Hello, Shazia! How were your holidays?**
Shazia:	**Oh, Great! It was fun.**
Yasmin:	**What did you do?**
Shazia:	**I went to Islamabad to visit Uncle.**
Yasmin:	**Did you see Shah Faisal Mosque.**
Shazia:	**Yes, I did. I also visited Rawalpindi.**

. Encourage the students to repeat the dialogue individually. Then ask any two students to repeat in role-play.

d. **Further Practice**
   Change the names of places and ask pairs to come up and says the dialogue.

Situations	**Karachi -**	**- beach, Quaid-e-Azam Tomb**
	Abbottabad	**- Ilyasi Mosque, PM Academy**
	Lahore	**- Shahi Qila, Badshahi Mosque**
	Taxila	**- Museum, Ruins of old cites**

Level: 5 Term: 2 Week: 3 Day: 2	**Lesson Plan**	**Reading**

1. **Objectives:** The learners will be able to:
   - read and understand
2. **Skill:** Intensive Reading
3. **Topic:** The King of Frogs
4. **Material:** Text Page(**The King of Frogs**).Worksheet

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5. **Procedure:**

a. Ask if they know any story about Frogs. Let them discuss in groups and then take feedback

b. **Announcement of the topic**
Distribute the text page and ask the following

1. **Count the paragraphs.**
2. **How many lines are there in the text**
3. **Which paragraph tells you about the King of Frogs.**

c. **Worksheet:**
- Students read the story attentively for each task.
- Peer checking and feedback follows each task.

Task 1: True / false.

Task 2: Vocabulary.

Task 3: Sentence combining.

6. **Follow Up:** Write a story in your own word and draw a picture of a Frog.

Level: 5
Term: 2
Week: 3
Day: 3

Lesson Plan **Writing**

1. Objectives: The learners will be able to:
- write rhyming lines

2. Function: Focus on wish word (use of were)

3. Activity: Poem Reading

4. Material: Worksheet

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5. Procedure:

a. - Prepare class for writing a poem
- Talk about **wish.** What wishes they have. What they have in imagination
- Explain:
  - **When we express our wishes which do not exist in real, we use the verb- were in the sentence and also mark of exclamation (!)at the end.**

    e.g. I wish I were a king !

b. Worksheet
- Read the poem aloud. Ask them to read.
- Make groups of three or four students and ask them to choose one wish and write in a form of poem.

c. Peer Checking

The best poems should be displayed on the board

d. Task(c) Do Ess Eng P# 27 in Creative writing copy.

6. Follow Up:

Repeat Task B and ask them to write on a different wish.

Level 5 **Term 2** **Week 3** **Day 5**	**Lesson Plan**

Objective: To be able to
- Write a script
- Describe the picture
- Write in logical order

Function: Picture description

Activity: Story writing

Material: Essential English, class work copy

Procedure: Discuss with Students about your imaginary interview on TV and ask few questions.
- Why were you being interviewed on TV?
- What exciting thing you have done?
- What were your feelings while you were being interviewed?

A TV interview: Page 32, Task 1
Divide the class in to pairs and ask them to do the dialogue practice of being interview between each other.

Task 2: (Writing a description)
Discuss with Students about the picture and the instructions then write a paragraph on the board and Students will copy in class work copy.

Feed back:

Level 5
Term 2
Week 4

Lesson Plan

Communication	Reading	Writing	Assessment
None	• Test "Bears"	Adverbs Subjects, verbs and objects	Yes

Level: 5 Term: 2 Week: 4 Day: 1	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
-read and understand the text
- develop vocabulary

2. Skill: Reading Comprehension

3. Topic: Bears

4. Material: Text Page (**Bears**). Worksheet

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5. Procedure:

a. - Talk about big animals of the forest. Take their names from students and write them on the board.
- Ask them to guess what they are going to read.

1. **This animal is big but not bigger then Elephant**
2. **It is black, white and black and white**
3. **This juggles Train them to play tricks.**

b. **Announcement of the Topic**
Ask them to open the text page and ask the following.

1. **How many times the word – Bear- has been used in the text?**
2. **The word 'They' is used for Bears in the text. Check how many times it is used in the text.**

Worksheet (Group Work)

Task 1: Finding information from the text
Divide the class in four groups and assign them the topic of the grid to each group. One group reads the text for the assigned topic and finds its related information.
Take feedback from each group one by one and ask them to read again for the rest of information required in the columns of the grid.

Task 2: Multiple Choice

Comprehension Check
- Ask some general questions and some specific questions about the text.

Follow up :
Write some questions about the text on the board.

Level: 5
Term: 2
Week: 4
Day: 2

Lesson Plan

3

1. **Objectives:** The learners will be able to:
   - focus an adverbs
   - learn the use of adverbs
2. **Function:** Writing a poem
3. **Activity:** Poem Writing
4. **Material:** Worksheet (2), Chart paper

5. **Procedure:**

a. Write the following words on the board in the columns and ask about the **Adjective** and **Adverb**. Take more words form the students and add to the list.

quick .... quickly

nice .... nicely

b. **Write the definition on a chart paper in bold letters and display it on the board.**

The ADVERBS describe how the children are doing something.

c. **Worksheet**
- You read the poem and students listen.
- You read and students follow.

Task 1. **Ask them to read individually**
Task 2. **Students match the lines with the children (pair work)**
Task 3. **Rewriting the poem with different adverbs (group work).**

Peer checking and feedback follows each task

d. In feed back select some good poems and display them on the board. If time allows ask them to write a new poem about their class fellows, using different verbs and adverbs.

6. **Follow up:**
   Write a new poem, using different adverbs

W. 4. D. 3.

Same objective as of D. 2

Do Ess - Eng p#25 Adverbs in C.W copy.

Level 5 Term 2 Week 4 Day 4	**Lesson Plan**

Objective: To be able to know that every sentence must have a subject and a verb

Skill: Writing

Material: Essential English, class work copy

Procedure:
Ask Students to give you some examples of verbs and elicit the definition from them. Now write the follow sentence on the board and explain the concept of subject, make verbs to catch files.
Now explain that 'spider' is a subject and 'catch' is a verb. Elicit more examples from Students.

Task 1: Page 45
Distribute the books and help Students in doing task 1, i-e "matching subjects and verbs" in book only.

Task 2: Page 45
Subject, verbs and objects explain the concept with the help of example on the board and make Students to write task 2 (filling the sentences with a subject and an object on class work copy)

Follow up: Do task 1, page 45 in homework copies.

Level 5
Term 2
Week 4
Day 5

Lesson Plan

Assessment 2:

Task 1: True or false

- Frogs still make noise. [T/F]
- The frog wanted a police to control their noise. [T/F]
- Mumi was a lazy god. [T/F]
- One of the grogs got very brave. [T/F]

Task 2: Choose the correct answer

- Bears can be found
    - Only in the zoo
    - Only in the south pole
    - All over the world
    - Only in America
- Only fish and baby seal.
    - Only large animals
    - Any thing in the tree
    - All most any thing

Task 3: Think of suitable subjects for each sentence.

- A ______ lives in a haunted house.
- ______ make verbs to catch flies.
- The wizard's _______ were long and bony.
- _______ flew out of the belt tower towards me.

Task 4: Change these adjectives into adverbs.

- Poor _______
- Simple _______
- Sudden _______
- Hopeful _______

Level 5 **Term 2** **Week 5**	**Lesson Plan**

Communication	Reading	Writing	Assessment
• Alphabet Quiz	• Test "The House on the hill" • Moving on • Poem "Sour grapes"	• Starting points • Studying skills • Direct speech • Story writing	None

Level 5 Term 2 Week 5 Day 1	**Lesson Plan**

Objective: To be able to
- Read the poem
- Understand the poem

Skill: Reading

Topic: The house on the hill

Material: Essential English

Procedure:
Pre-reading: Talk about scenery and ask few questions,
- Do you like house on the top of the hills
- How would you fell living in that house?
- Prepare your class for reading a poem.

Essential English: Page 42
Do the reading in the pairs. Teacher will help in explaining the poem.

Discussion: Teacher and Students will do the Discussion and teacher will explain the meanings of difficult words.

Moving on: After the Discussion teacher will ask questions from moving on

Feed back:

Level 5 Term 2 Week 5 Day 2	Lesson Plan

Objective: To be able to

- Choose the best ending for sentences
- Understand the concept of silent letters.
- Skill: Writing

Material: Essential English, class work copy

Procedure: Teacher will ask few questions about the previous topic.

Essential English: page 42 task 1
Distribute the books help Students to choose the best ending of starting points, in book first.

Task 2: Page 44 (Silent letters)
Write the letter c, t and u on the board and write 3 examples with them. Like Muscle, whistle, biscuit and explain students the concept of silent letters, Elicit more examples from students and ask them to do silent or phantoms? (Page 44)

Ask Students to give you some words having 'gh' and 'ph' in them. Then ask them to complete the missing letters with 'gh' or 'ph' in book only.

Written work: Students will write starting points page 42 and ghosts or phantoms page 44 in class work copy.

Follow up: Do task of silent letters page 44 in homework copies.

Level: 5 Term: 2 Week: 5 Day: 3	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   listen and respond
2. **Function:** Working with letters and learn spellings
3. **Activity:** Alphabet Quiz
4. **Material:** None

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5. Procedure:

a. Prepare your class to play a game of Alphabet letters. All the questions in this quiz are about the letters.

b. Divide the class into two teams. Say the first question. The first student to raise his / her hand gets a chance to answer. If the answer is correct, he/she wins two points for the team. If the answer is wrong, then the second team may attempt the question and gets one point on right answer. Keep on writing the score on the board or ask one of the students to help you in writing the score of the two teams. Ask all questions in the same way as given below.

Questions:

1. **How do you spell elephant?**
2. **What is the third letter of alphabet?**
3. **What is the last letter in the word 'Dog'?**
4. **How many letters are there in 'Tortoise'?**
5. **How many 'L's are there in the word 'yellow'?**
6. **How many 'Z' s are there in the word 'dogs'?**
7. **Which of these words has got a letter 'p' in __ 'train, doll, Elephant'?**
8. **What is the tenth letter of the 'alphabet'?**
9. **What do these letters spell? T-I-G-E-R**
10. **How many letters are there in the word 'alphabet'**

If you finish the task before time. Ask same type of questions, using the following different cues. You can make more changes in the cues

1. **horse**
2. **fifth**
3. **God**
4. **alligator**
5. **e________green**
6. **z________boys**
7. **P_______letter, alphabet, word**
8. **7th ________tortoise**
9. **s-p-a-r-r-o-w**
10. **understanding**

6. Follow Up: Write the words which have four, five, seven, eight, letters.

Level: 5 Term: 2 Week: 5 Day: 3	**Lesson Plan**	**Reading**

1. Objectives: The learners will be able to:
- read the poem for pleasure
- read with comprehension

2. Skill: Poem Reading

3. Topic: Some Grapes

4. Material: Poem Page (**Sour Grapes**) Worksheet

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5. Procedure:

a. Talk about Grapes

- **Are they sweet or Sour?**
- **Do they grow on a tree or vine?**
- **Do you know what is vine** *(Draw the figure of a tree and Vine on the board)*
- **Do you like grapes?**
- **In which season do they grow?**

b. Poem Page

Talk about picture of the page

c. Poem Reading

Follow the procedure, as given in the orientation pages at the end.

d. Worksheet

Explain to them that poem is based on Fables. Fables are short stories, not based on facts. They are often about animals and their character that always have a moral.

6. Follow Up:

Write the lines of poem, as many as you remember.

7. Free Writing.......5 Mins.

Level 5
Term 2
Week 5
Day 4

1 Objectives — The learners will be able to

Use speech marks properly

2 Function — Learning to use speech marks in writing.

3 Activity — Exercise

4 Material — Ess. Eng, CW copy

5 Procedure

a. ask about speech marks and punctuation marks. Write all the punctuation marks and their explanation on a chart and display it on the board.

. ... full stop
? .... question mark
, ... Comma
! .... exclamation mark
; .... semi colon
" " .... speech mark

Exclamation marks and question marks go inside the speech marks like this.
where are you going?"
"Out!"

b. Ess. Eng page # 26

Explain task 1 making groups of 3 or 4 and ask them to work together
Peer checking and feed back should be taken for this task.

Task 1 First do in the book then in class work copy.

Follow Up

Write 2 simple dialogues in HW copy using speech marks.

Level: 5 Term: 2 Week: 5 Day: 5	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- Write a story

2. Function: Describing events

3. Activity: Story writing

4. Material: Work sheet

5. Procedure:

a. Prepare them for writing a story with the help of pictures.

b. Worksheet:

- Ask them to sit in a group form and discuss about each picture with the members
- Ask question about each picture. Take responses from the students and write short cues on the board.

e.g........questions

1. **What are the names of the children?**
2. **Do they live in a village or a town?**
3. **What was their daily routine?**

- Ask similar question on each picture and leave points on the board.

c. Writing

When you finish with each picture, ask them to write the story with the help of pictures and cues on the board They should also suggest the heading for their story. When they finish, ask them to exchange their copies for peer checking. After that the group leader reads out the story to the class.

6. Follow up:

Write the same story with the adding some more events.

Level 5
Term 2 **Lesson Plan**
Week 6

Communication	Reading	Writing	Assessment
• Phonic task	None	• Drama Script writing • Anglo-Saxon (Old English) words. • Our language has changed • Report writing newspaper report	Yes

Level: 5
Term: 2
Week: 6
Day: 1

Lesson Plan | **Writing**

1. Objectives: The learners will be able to:
- write play script
- use a speech marks at proper places

2. Function: Differentiating between story writing and play writing

3. Activity: Script Writing (Drama)

4. Material: Worksheet

5. Procedure:

a. Ask your student the difference between story and Dialogue (Drama Script)

b. **Worksheet (Group Work)**

Task 1: Students read the story themselves. Ask few questions on the text.

Task 2: Students change the story in form of dialogues and make a drama script. When they finish writing call two students for Role Play

Task 3: Students read the conversation themselves
Call two students for Role-Play

Task 4: Students convert the dialogue in a form of story.
Each group reads out the story to the class.

Note: If time allows, ask them to retell the story in their own words.

6. Follow Up:

Repeat Task - 4

Level 5 Term 2 Week 6 Day 2	**Lesson Plan**

Objective: To be able to

- Know the old English words.
- Translate the Anglo-Saxon words in English.

Warm up Q/A: Teacher will discuss about the old English language / words & will write some of the words on the board (milc, grene, moder, etc) and ask Students to tell the English of these words.

Essential English: page 38
Do task 2 old English words in class work copies.

Essential English page 39 "our language has changed"
Distribute the books and discuss task 1 with Students and help Students translating the old language into English orally

Feed back:

Level: 5 Term: 2 Week: 6 Day: 3	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- say the sounds of consonant blends
- distinguish the words by listening

2. Function: Practising to write and spell the key words

3. Activity: Phonic Tasks

4. Material: Worksheet

5. Procedure:

a. Write the consonant blends and on the board. Pronounce the sound of these letters properly and students repeat after you. Clear the concept of consonant blends as given in Week 1

b. **Worksheet**

Task 1: You say the following words and students write the missing words

1. black, block, **4. glasses, glass**
2. clap, clock **5. plum, plant**
3. flag, flat **6. slip, sled**

Task 2: You say the following words and students circle the right word.

1. block , **2. class** **3. clap** **4. sled**
5. plant **6. black** **7. flat** **8. slip** **9. flag**

Task 3: You say the following words and students write the missing letters.

1. Brick, bread **2. Crab, black**
3. drum, dress **4. Frog, frost**
5. Grass, grandmas **6. Print, press**

Task 4: you say the following words and students circle the right word.

1. crab **2. trumpet** **3. dress** **4. drip** **5. brick**
6. truck **7. grass** **8. clam** **9. frog**

Task 5: Tell them they are going to listen a story about a boy, named Sam who sees very strong animals. You read the following story and students write the missing letters of the words.

Grandma is driving a truck. She picks up a frog and a crab. The truck has a flat tire. Don't worry. Grandma has her flag.

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

Level: 5 Term: 2 Week: 6 Day: 4	**Lesson Plan**	**Writing**

1. Objectives: The learners will be able to:
- Write report on some activity
- use appropriate structure for report writing

2. Function: Writing the report of happenings

3. Activity: Report writing

4. Material: Worksheets

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5. Procedure:

a. Explain to your students that:

> **Report is written on some happening on an activity.**
> **Therefore second form of the verb (past) is required to write.**

b. Worksheet
- Ask them to read the given reports themselves.
- After that they are asked to read the reports one by one.

> **Task:** Students should work individually. They should suppose that they were attending language classes which have just finished. Ask them to write a report on their English classes

6. Follow Up:

Write a report on your school English classes.

c. Do Ess Eng p#33 Newspaper report in Creative writing copy.

Level 5 Term 2 Week 6 Day 5	Lesson Plan

Assessment 3:

Task 1: Decide and write whether the missing letters should be 'gh' or 'ph'

- _______ ast
- Ele ______ ant
- Tou ______
- Ne _____ ew

Task 2: Punctuate these sentences

- Stay exactly where you are shouted the gun men don't move or ill shout.
- Start digging here ordered peg leg Jake this is where the treasure is burred.

Task 3: Write the moral of the story, "Sour grapes"

____

Task 4: Write a report about your school activities of the last month.

____

____

____

Level 5 Term 2 Week 7	Lesson Plan

Communication	Reading	Writing	Assessment
• The long 'a' sound (Story listen) (Activities)	None	• Story "The foolish crow" • Verb tenses 'collective nouns' • Jumped letters 'Suffixing verbs'	None

Level 5 Term 2 Week 7 Day 1	Lesson Plan

Story

Objective: To be able to

- Understand the events of the story
- Know the moral (Beware of flatters)

Skill: Writing

Material: Class work copy

Procedure: Prepare Students for writing a story with the help of given out lines.
A foolish crow _______ piece of cheese ______ sitting ________ clever fox______ praised _______ crow _______ sang _______ cheese fell ______ fox grabbed.

Group Discussion: Divide the class into groups and ask them to make a story with the help of given outlines and discuss with teacher.

Writing: After finishing the Discussion teacher will write the story on the board and Students will copy in class work copy.

Follow up: Write the story the "Foolish crow" and draw picture.

STORY

Once there was a foolish crow. He was holding a piece of cheese in his mouth. He was sitting on a branch of the tree. A clever fox was passing near by. She saw the crow holding a cheese, suddenly a trick came in her mind she went to the crow and asked him how beautiful you are and I think you can sing beautifully as well. Please, can you sing a song for me? Crow became happy for the praise and he opened his mouth to sing as he opened his mouth to sing as he opened his mouth the piece of cheese fell down and the clever fox grabbed it and gobbled it up. She went saying foolish crow,

"Beware of flatters"

Level: 5
Term: 2
Week: 7
Day: 2

Lesson Plan **Communication**

1. Objectives:	The learners will be able to: - say the **long a sound words** - practise writing the key words
2. Function:	Practising the sounds and spelling
3. Activity:	Story listening from the cassette
4. Material:	Worksheet (**Long a sound**), Cassette and Cassette player, chart

5. Procedure:

a. Write the following words on the board and ask students to give more examples.

Ai -------- tail, ____________________
Ay -------- day, ____________________
a-e -------- cake, ____________________

b. Keywords

- Write the key words on a chart paper and display it on the board.
- Give practice to your student by pronouncing properly and choral drill.

lake, pay, day, mail, tail, cake, hay, tape, nail

c. Story Time

- Prepare your class that they are going to hear a story about a girl and her mother who go on a bike ride. The girl Kate is Sam's sister. Ask what the students remember about Kate from the previous lesson.

1st Listening

- Play the recoding of the story and students just listen. (**From ...*Kate is Sam's sister*** ____ **to ....*Dad said, "and a lucky day"***)
- Take simple feedback asking two or three questions about the story.

nd Listening (Worksheet)

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.

Play the cassette. The same story is recorded next but there is a bell sound on the key words which students write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many students could participate

e. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up: "Write the key words in your Exercise copy"

7. Free Writing........5 Mins

Level: 5
Term: 2
Week: 7
Day: 2

Lesson Plan **Communication**

1. Objectives: The learners will be able to:
- learn three different spelling of **long-a- sound**

2. Function: Practising to write and spell the long –a sound words

3. Activity: Phonic Tasks

4. Material: Worksheet

5. Procedure:

. Write a few words of long a sound on the board. Pronounce the sound of these letters properly and students repeat after you.

. **Worksheet**

Task 1: You say the following words and students write the missing letters.

1. **tape, cake, lake**
2. **mail, tail, nail**
3. **hay, pay, day**

Task 2: You say the following words and students circle the right word.

Cake, trail, cap, hay, paint, pail, man, tape, nail

Task 3: You say the following words and students circle the right word.

tap, pay, crab, mail, hay, hat, pal
tape, cake, man, mail, sand

(*Answer: pay, maid, tape, hay, cake mail*)

Task:4 Tell them that they are going to listen the story of a person, named Dale. You read the story and the students write the missing letters of the words.

This is Dale. He is by the lake. Dale is eating lemon cake.

It's hot and sunny day. Dale will sleep here in the lay.

Follow Up: Repeat any task from the worksheet.

Level 5
Term 2 **Lesson Plan**
Week 7
Day 3

Objective: To be able to

- Change the verbs from the past tense into the future tense
- Understand the collective noun

Function: Asking and answering

Activity: Writing

Material: Essential English, class work copy.

Prewriting: Talk about birthdays asks randomly what they got on their lost birthdays.

Essential English: page 3 task 1 (verb tense)
Teacher will write the following sentence on the board. "Kiren sat quietly".
Now ask Students to tell the verb from the sentence. Elicit more sentences from Students of verbs.
Now give the concept of changing the past tense into future tense. Give the concept of present tense also with examples.

Task 1: Distribute the books do task 1 in the book first help Students where needed.

Task 2: Show to your class lots of flowers and tell them that this is a bunch of flowers. And give them the concept of collective nouns and do in the book only.

Written work: Do task 1 in class work copies.

Follow up: Do task 2 collective nouns page 31 in homework copies.

Level 5 Term 2 Week 7 Day 4	**Lesson Plan**

Objective: The learners will be able to

- Make a word out of jumbled letters.
- Know the concept of suffixing verbs.

Function: Scrambling the letters.

Material: Essential English, class work copy

Procedure: Teacher will write the following jumbled letter word on the board and give the cue to Students. (Samfle) These are hot you find them in a fire. Now write some more jumbled words and ask Students to re-correct them.

Task 1: Distribute books page 30 asks Students to do the task in the book only.

Task 2: Suffixing verbs teacher will write a word quarrel on the board and will ask Students to add 'ing' and 'ed' to there verbs. Give them the concept of suffixes.

Written work: Teacher will write the table on the board and Students will copy in class work copy.

Follow up: Do task 1 jumbled letters in homework copy.

Level: 5 Term: 2 Week: 7 Day: 5	Lesson Plan	Communication

1. **Objectives:** The learners will be able to: to think for the appropriate words
2. **Function:** Dealing with the vocabulary
3. **Activity:** Dictation
4. **Material:** Worksheet

5. Procedure:

a. Divide the class into small groups. Asks them to open the worksheet and read the paragraph themselves.

b. Student are supposed to read the paragraph aloud to the class but they will replace the words with their opposite (boy or girl). They need not to worry about whether or not this makes sense. They should first discuss with their group members what words can be replaced and then read the opposite paragraph to their group members

c. Ask each group to read the opposite paragraph (orally) to the class. Give chances to the maximum number of students and see how they improve in giving maximum opposite words.

Original paragraph

"There once was a very rich old man whose name I don't want to mention here because it must still be kept a secret, who one day decided that he would leave all his money to his niece. I don't know what made him decide such a thing because Sara his niece has always been a spoiled, ungrateful girl who never spent five minutes with her uncle."

Note: *Expected opposite paragraph.*

"There never was a poor young wome. WWhose name I want to shot out because everyone should know it, who one night came on the idea of not leaving any of her money to her nephew. I do know what made her dream of such a thing because Sam her nephew, had never been an unspoiled, well-behaved boy who always spent hours of time with his aunt."

6. Follow up: Write the story in your own words

Level: 5 Term: 2 Week: 7 Day: 5	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - ask and answer
2. **Function:** Asking and answering about what was the matter with someone
3. **Activity:** Dialogue Practice
4. **Material:** Slips of Paper

---

5. Procedure:

a. Write the following dialogue on the board.

between Teacher and a Student

Teacher:	**Riaz, where were you last night?**
Riaz:	**Madam, I was ill.**
Teacher:	**Oh? What was the matter?**
Riaz:	**I had been suffering with flu.**
Teacher:	**Are you all right now?**
Riaz:	**Yes, Thank you, Madam.**

b. Dialogue Practice
Say the dialogue properly. Then ask them to repeat

c. Role-Play
Call two students to play the part of teacher and student and ask them to deliver the dialogue with proper accent and intonation.

d. Further Practice
- Write the following situation on slips of paper and distribute them randomly.
- Call those students who have the slips for role-play.

headache – temperature – cold – sore
stomach ach – pain in legs

6:Follow Up:
Write dialogues between you and your teacher on giving an excuse for being late.

7. Free Writing......5 Mins

Level 5 Term 2 Week 8	**Lesson Plan**

Communication	**Reading**	**Writing**	**Assessment**
• Dialogue practice (Agreeing/Disagreeing) • The long 'e' sound. (Story listening) (Activities)	None	• Composition (Farm house) • Using commas • Make it longer and shorter • Personality profile • Feelings.	Yes

Level: 5 Term: 2 Week: 8 Day: 1	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   -describe a farmhouse
   -develop vocabulary
2. **Function:** Describing a place
3. **Activity:** Composition writing (**Farm House**)
4. **Material:** Worksheet

5. **Procedure:**

a. Check if they know about a **Farm**.

b. Explain the following situation to your students .

" Adeel visited his uncle's farm in Punjab during his school holidays.

He is telling his classmate, Farhan about the farm. Ask your student

to write what Adeel told Farhan about his uncles farm."

c. **Worksheet**

Students should work in groups. Help them in providing more vocabulary on the board. Ask the questions about the given points in the picture.

6. **Follow up:**
Imagine your uncle has a farm in his village, which you visited last week. Describe it in your own words.

Level: 5 Term: 2 Week: 8 Day: 1	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- express their agreement and disagreement

2. Function: Agreeing Disagreeing

3. Activity: Dialogue Practice

4. Material: Dialogue Strips

5. Procedure:

a. Check if they know:

- How to invite for some activities
- How to disagree
- How to agree

b. Write the following lines of dialogues on paper strip, taking separate sheet of paper for each person's lines.

Kaleem: **Let's go out to play .**

Raza: **No, sorry, I want to do my homework.**

Kaleem: **Ok, I'll do mine too.**

Raza: **Yes, we'll finish our school work first, then we'll go out to play.**

Kaleem: **Ok , fine.**

c. Call any two students for role play and give them their strips to exchange the dialogue. Continue the practice so that they could be able to say the dialogue without looking at paper.

d. Further Practice

Write the following situations on the board and ask them to replace the word in their lines. At this stage don't allow them to look at the dialogue strips. They should be taken from them.

- clean my room

- polish my shoes

- iron my cloths

- help my sister in doing her home work

Level 5 Term 2 Week 8 Day 2	**Lesson Plan**

Objective: To be able to

- Use commas in lists, to separate people's
- Name in long sentences to separate phrases.

Activity: Written work

Material: Essential English, class work copy

Procedure:
Presentation: Ask Students name the colors of rainbow teacher will write them on the board without putting commas and ask Students to tell the mistake in a sentence

Explanation: Now teacher will explain the use of commas and also eliciting examples from Students.

Essential English page 40: Distribute the books and help Students in doing all the task on page 40 in book first.

Written work: Teacher will write task 3 on the board and Students will copy in class work copy.

Follow up: Do task 2 Essential English page 40 in homework copy.

Level: 5 Term: 2 Week: 8 Day: 3	Lesson Plan	Communication

1. Objectives:	The learners will be able to: - say the **long e- sound words**
2. Function:	Distinguishing the long –e- sound
3. Activity:	Phonic Tasks
4. Material:	Worksheets –2 pages

5. Procedure:

a. Write a few words of long e sound on the board. Pronounce the sound of these letters properly and students repeat after you.

b. **Worksheet**

Task 1: You say the following words and students write the missing letters.

1. **meat, sea, seat**
2. **green, jeep, feet**
3. **me, hi, we**
4. **candy, happy, puppy**

Task 2: You say the words and students circle the right word.

bed, me , seat, read, meat, feet, jeep, men hen

Task 3: Ask them to write more words, which have same long e sound but have different spellings.

Task 4: Tell them they are going to listen a story about a man, named **Mr. Green and his dog, Spat**. You read the following story and student write the missing letters.

Mr. Green is in the jeep. His puppy, Spot is on the seat.
They are happy in the jeep. They are going to the sea.

Task 4: Ask them to write more which have same long e sound but have different spell.

5. Follow Up:

Write the story of Mr Green.

Level: 5
Term: 2
Week: 8
Day: 3

Lesson Plan **Communicatio**

1. Objectives: The learners will be able to:
- say the long e sound words.
- write and spell the key words

2. Function: Practising the sounds and spelling

3. Activity: Story listening from the cassette

4. Material: Worksheet (**Long e sound**), C and cassette player, chart

5. Procedure:

a. Write the following letters on the board and ask them to give you some more words with these letter sound.

ea ____	**meat** ____________________
ee ____	**keep** ____________________
e- ____	**me** ____________________
y _____	**key** ____________________

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Give practise to your students by pronouncing properly and choral drill.

happy , me , jeep , meat , feet , green, sea , candy , sea t, he , puppy , we

c. Story Time

Prepare your class that they are going to hear a story in which **Sam and Kate's family finds something very interesting at the beach.**

1st Listening

- Play the recoding of the story and students just listen. (**From __*The family is in the jeep* ...to __*Let 's name this dog Candy.***)
- Take simple feedback asking two or three questions.

2nd Listening (Worksheet)

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many students could participate

e. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up: "Write the key words in your Exercise copy"

7. Free Writing........5 Mins

Level 5
Term 2
Week 8
Day 4

Lesson Plan

Objective: To be able to

- Write about yourself
- Make sentences shorter or longer

Activity: Written work

Material: Essential English, class work copy, chart

Procedure:
Presentation: Teacher will prepare the class and will tell about herself in an interesting way including your good points also.

Essential English page 47 task 1
Distribute the books and ask Students to read the personality profile from the book

Written work: Now Students will write about their self in an interesting way.

Making a poem: task 1 page 47
Now ask Students to read task 1 make it longer from the book page 46 and discuss with teacher. Also discuss make it shorter task 2 with teacher.

Group making: Divide the class into four groups give them chart papers. Give half of the class (poem making) and the rest making the notice shorter and will write on the chart paper. Teacher will help them.

Level 5 Term 2 Week 8 Day 5	Lesson Plan

Assessment 4:

Task 1: Write the moral of the story "The foolish crow"

____

Task 2: Make two words for each of the following

- Ai _______, _________
- Ay ______, _________

Task 3: Complete these collective nouns.

- A _________ of fish
- A _________ of crow
- A _________ of ships
- A _________ of wolves

Task 4: Complete the table below:

- Occur, ________, occurred
- __________, __________, permitted
- Control, controlling, __________.

Task 5: Add two words with the same spellings

- Ea ______ seat __________________
- E ______ me __________________

Task 6: Describe the farm in four sentences.
Picture (photo state from lesson plan Term 2, week 5, day 5)

- ____
- ____
- ____
- ____